

Planning to use Thinker's Keys?

From Ryan, Tony. (198?). *Thinker's Keys for Kids*. South Coast Education Region.

Theme/ Context: _____

<p><i>The Reverse Listing Key</i> Place words such as cannot, never or not in a sentence. Eg. Name 10 things that you could not clean.</p>	
<p><i>The What If Key</i> You can ask virtually any What If question. Use the ideas wheel to record student responses. Eg. What If all cars turned into skateboards?</p>	
<p><i>The Disadvantages Key</i> Choose an item and list a number of its disadvantages. Then list some ways of correcting or eliminating these. Eg. An umbrella, a computer, a hairbrush.</p>	
<p><i>The Combination Key</i> List the attributes of two dissimilar objects, then combine the attributes into a single object. Eg. The telephone and a lounge chair.</p>	
<p><i>The BAR Key</i> Make an item BIGGER, ADD something to it, REPLACE something on it. Eg. A skateboard, an umbrella, a freezer.</p>	

<p><i>The Alphabet Key</i> Choose an object or topic and compile a list of words from A- Z which have relevance. Expand on these. Eg. Alphabet: Sports, Circus, Australia, Politicians.</p>	
<p><i>The Variations Key</i> Start each question with "How many ways can you..." Eg. How many ways can you: make new friends; wash an elephant?</p>	
<p><i>The Picture Key</i> Draw a simple diagram and students work out ways to link it to the topic.</p>	
<p><i>The Prediction Key</i> Ask for a series of predictions in regard to a particular situation, product or set of circumstances. Eg. Predict what schools will be like in 100 years.</p>	
<p><i>The Different Uses Key</i> List some different uses for items from your topic (emphasis on reusing and recycling). Eg. Find 10 uses for plastic noses.</p>	
<p><i>The Ridiculous Key</i> Make a ridiculous statement that would be virtually impossible to implement, and then attempt to substantiate it. Eg. The Government should buy a brand new car for every taxpayer.</p>	

<p><i>The Commonality Key</i> Decide on 2 objects which would normally have nothing in common, and try to find common points between them. Eg. Kurwongbah State School and a circus.</p>	
<p><i>The Question Key</i> Start with an answer and list five questions that give that answer. Eg. Midnight, Seaweed, Monkeys, Migrants, Koalas.</p>	
<p><i>The Brainstorming Key</i> State a problem which needs to be solved and brainstorm a list of solutions. Eg. Too many people drive cars to work.</p>	
<p><i>The Inventions Key</i> Inventions which are constructed in an unusual manner. Outline on paper and then possible construction. Eg. Invent: A combination knife and fork, an eggshell peeler. Children can draw a diagram.</p>	
<p><i>The Brick Wall Key</i> Make a statement which could not generally be questioned or disputed, and then try to break down the wall by outlining other ways of dealing with the situation. Eg. Governments need to collect taxes in order to provide necessary services.</p>	

<p><i>The Construction Key</i> Set up a wide variety of construction problem-solving tasks and use lots of readily available material. Eg. Build the highest possible self- supporting structure using one sheet of newspaper, sticky tape and a pair of scissors. Children can draw a diagram.</p>	
<p><i>The Forced Relationships Key</i> Develop a solution to a problem using 3 totally dissimilar objects. Objects cannot be used for what they were intended. Eg. You need to catch a cat with a kite, a marble and a rubber band. Children can draw a diagram.</p>	
<p><i>The Alternative Key</i> List ways in which to complete a task without the normal tools. Eg. Work out three ways to clean your teeth without a toothbrush. Children can draw a diagram.</p>	
<p><i>The Interpretation Key</i> Describe an unusual situation and then think of some different explanations for the existence of that situation. Eg. Larry is standing in the middle of the empty oval.</p>	

- How will you use these Thinker's Keys in the classroom? (Circle one or more, or add your own idea)

Contract Extension Activities Rotational activities Homework Journal Small group Whole class